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AUTHOR Oldendorf, Sandra Brenneman
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ABSTRACT

In Kentucky, 50 seventh and eighth grade students at Berea Community School and over 150 community businesses and agencies were involved in a 2-year project designed to develop a community-based, interdisciplinary citizenship education program for junior high students. The program was divided into three major parts: the formal classroom, the community seminar, and the community work experience. Students received classroom instruction, had opportunities to hear and talk with community members who represented or had knowledge about Appalachia, and worked with community members whose jobs and/or organizations dealt with Appalachia. The major goal of the program was to encourage the growth of students as effective citizens through the subject matter of Appalachian studies. Evaluations from students, parents, and community participants were favorable. Analysis of values change was made through a teacher-devised values test and through student journals and comments. Although the instrument showed no significant changes, the journals indicated that the students had encountered a number of value conflicts during their work experiences. Appended are a course outline, a myth/fact questionnaire about Appalachia, a 72-item bibliography of fiction and nonfiction books on Appalachia, and questionnaires for student and adult participant course evaluation. (CM)

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COMMUNITY-BASED CITIZENSHIP EDUCATION:

A GOAL FOR JUNIOR HIGH APPALACHIAN STUDIES

by

Sandra Brenneman Oldendorf

Literature and the Arts in Appalachia

History and Culture of Appalachia

Appalachian Center
Berea College
College Box 2336
Berea, KY 40403

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July, 1981

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During the two-year period of the project, which we entitled Extended Education, junior high students spent a total of eight weeks working in the community (one week at the end of each unit). Fifty students were involved and over 150 community businesses and agencies. Evaluations from students, parents, community participants were very favorable. Analysis of values change was made through a teacher-devised values test and through student journals and comments. The instrument showed no significant changes, but the journals indicated that the students had encountered a number of value conflicts during their work experiences. Conflicts involving racism, sexism, age discrimination, fairness and justice were some that students discussed in their journals. These conflicts involved different values and suggested to us that greater effort should be made for students to become active in their communities rather than allowing them to become "turned off" to the adult world and the inconsistencies they saw there.

Description

The purpose of this project is to develop a community-based, interdisciplinary citizenship education program for junior high students. The program is designed for seventh and eighth grade students at Berea Community School but could be adopted by other local schools or schools anywhere inside or outside of Appalachia. The program can be used as a nine week survey unit, or any one topic can be expanded to a complete unit.

The program is divided into three major parts: the formal classroom, the community seminar, and the community work

experience (Newmann and Oliver, 1967). In the formal classroom students will receive instruction through reading, class lecture, class discussions, audio-visual materials, and individual projects. In the community seminar, students will have opportunities to hear and talk with members of the community who represent or have an interest and knowledge about Appalachia. In the community work experience, students will have the opportunity to spend time outside the classroom working with individuals in the community whose jobs and/or organizations deal with Appalachia.

The program is interdisciplinary in nature. It incorporates the subject matter areas of social studies, language arts, music, art, and geology. Therefore, teachers from these areas are involved to various degrees, but major responsibility is with the social studies teachers.

Goals

The major goal of this program is to encourage the growth of students as effective citizens through the subject matter of Appalachian studies. For the purposes of this project, effective citizenship education is defined as preparing "young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent." (NCSS, p. 262, 1979) To reach this goal it is essential to know about and be sensitive to the life styles and values of others.

This goal will be reached through four objectives: knowledge, skills, values, and social participation (NCSS, 1979).

The first objective, knowledge, will be met by educating students about the history behind the economic, political and social conditions in Appalachia (Fisher, 1977). The second objective will be met through learning map skills, and reading skills in the classroom and critical thinking and social skills through working with people in the community. Values will be examined by looking at the distinctive values and traditions of the Appalachian people, by confronting the values of adults in their places of work, and by examining the value conflicts in Appalachia past and present. Social participation will be developed through students' opportunities to do meaningful work in their communities.

Rationale

Before discussing specific subject matter, I will briefly discuss the rationale for developing a community-based, interdisciplinary, citizenship education program for junior high students. My reasons for choosing the junior high/middle school age group is that this group is frequently ignored in program development. Either secondary programs are watered down or elementary programs are made more rigorous with little regard for the young adolescent stage of development. Consideration needs to be given to the findings of Jean Piaget (1952) in determining how young adolescents think and to the findings of Erik Erikson (1950) in determining what kinds of conflicts young adolescents must resolve.

Secondly, the program is interdisciplinary because it is essential for students to see the intricate relationships

between, for example, the people and the land, in order to grasp what Appalachia is about. The situation in Appalachia cannot be understood without some knowledge of history, sociology, values, geography, geology, and folk life.

Third, citizenship education is currently mandated by the state of Kentucky. Many teachers attempt to meet this requirement by giving lectures about how to vote and by giving patriotic speeches about democracy. I think, however, that citizenship and democratic values are not something students learn by being lectured to but through their own opportunities to participate in a meaningful way in their society. Therefore, a community-based program, which provides opportunity for students to feel a part of their community, appears to be essential in developing active future citizens.

Choosing Subject Matter

It is not possible in nine weeks time to cover all of the areas one might want to cover in an Appalachian Studies Unit. Howeve, by considering some of the developmental characteristics of junior high age students, certain areas of study and methodology appear to be more effective than others. The following course outline takes into account such factors as the need for young adolescents to resolve Erikson's identity vs. role confusion conflict (1950), to interact with people (Epstein and Toepfer, 1978), and to be a part of the adult world (Bronfenbrenner, 1974).

One way to include students in the adult world is to let them have some input into what they will study. I have divided

the outline into seven major topics, but under each topic I think it is important to determine what students want to learn about. One way to do this is to administer a myth/fact questionnaire about Appalachia (See Appendix A). After discussing the results of the questionnaire, students will be asked to turn some of their perceptions and ideas about Appalachia into questions, i.e. Why do people sign broad-form deeds? However, for the sake of clarity in this course outline, I will pose questions that junior high students might ask. Under each question, I will list possible answers and sources that students and teachers might use to find answers to the question.

Course Outline

I. Methodology

A. How do we learn what is myth and what is fact?

1. Study statistics

a. ARC sources (Appalachian Regional Commission)

b. Health department (Madison County Health Department)

c. Census (U.S. Census Bureau)

2. Reading books

a. Fiction vs. nonfiction

b. Outside vs. inside writers

c. Book project: Each student will read one fiction and one nonfiction book (See book lists: Appendix B; Appendix C; Houser, 1980; Edwards, 1973)

3. Talking with experts

a. Define expert

b. Internal vs. external experts

c. Community seminar; Loyal Jones; Bell Best; Pat Wear

B. What is true about the people and what is stereotyped?

1. Gather and read oral history (Higgs and Manning, pp. 219-302)

a. Read excerpts from Our Appalachia: An Oral History (Shackelford and Weinberg, 1977)

b. Community seminar: local person who grew up in Appalachia; grandparent of student

c. Excerpts from Will McCall's I Thunk Me a Thought

d. Oral history project: Each student will take the oral history of a grandparent or other older person in the community (See Appendix D for oral history format, Blaustein and Moser)

2. The media

a. Cartoons: "Snuffy Smith", "L'il Abner"

b. Television: "The Beverly Hillbillies", "The Waltons", "The Dukes of Hazzard", "Hee Haw"

i) Class party: Class will meet to watch the "Dukes" together; teacher will follow up with discussion about stereotyping

ii) T.V. project: Using a checksheet provided by the teacher, students will watch shows about mountain people and record types of images presented

c. Movies: Coal Miner's Daughter

d. News: feuds, moonshiners

II. Geology and Geography (Bosemer, 1980; Brooks, 1965)

A. Where is Appalachia?

1. ARC maps (Appalachian Regional Commission)

2. Map skills: locate mountains in region

3. Field trip: Visit relief map in Frost Building, Berea College

B. Where do the mountains come from?

1. Community seminar: science teacher

2. Map skills: elevation

3. Field trip: Indian Fort, Berea College Forest

III. History and Settlement

A. What happened to the Indians that lived here? (Vines, 1980)

1. Excerpts from Myths of the Cherokees and Sacred Formulas of the Cherokees (Mooney, 1972)

2. Excerpt from Fighting Mountaineers: The Struggle for Justice in the Appalachians (Hoffman, 1979, pp. 8-29)

B. Where did the white settlers come from? (Blumenthal and Ozer, 1980)

1. Community seminar: historian

2. Map skills: migration patterns

3. Wilderness Trail

a. Field trip: Fort Boonesboro, includes history, Indian and white artifacts, pioneer skills and crafts, slide presentation

b. Excerpts from Fire in the Canebrake (Herring, 1980)

C. What problems did the early settlers have? (Drake, 1976)

1. Indians

2. Isolation

3. Revolutionary War

4. Whiskey Rebellion

D. Which side was Appalachia on in the Civil War? (Klotter, 1980)

1. History of blacks in Appalachia (Henson, 1979)

2. Civil War (Drake, 1976)

3. Role of political parties

4. Blacks in Appalachia today (Cabbell)

5. Community seminar: Black Appalachian, Berea College student

E. What was life like for the women?

1. Excerpts from The Dollmaker (Arnow, 1954)

2. Excerpts from The Tall Woman (Dykeman, 1962)

3. Slide presentation on women in Appalachia (Gray)

4. History of Kentucky women (Irwin, 1976)

5. Excerpts from Hillbilly Women (Kahn,1973)

6. Community seminar: woman who has grown up in the hills

IV. Sources of Conflict (Best, I., 1972)

A. Why are the people so poor and the resources so rich?

1. Development of resources (Gaventa, 1977)

a. land and energy

b. resorts and tourism

c. agriculture

d. manufacturing

2. King Coal

a. Excerpts from Night Comes to the Cumberlands (Caudill, 1962)

b. Film: "Frank Jackson, Coalminer" (Appal Shop)

c. Film: "Stripmining in Appalachia" (Appalshop)

d. Poems: Wheeler, McNeill, Williams

e. Songs: Come All You Coal Miners (Carawan, 1972) Voices from the Mountains (Carawan and Carawan, 1975)

B. Why doesn't somebody try to help the people?

1. Missionary churches

2. War on Poverty

3. ARC (Appalachian Regional Commission)

4. Community seminar: George Brosi, Council for the Southern Mountains

V. The People and Their Traditions

A. Are Appalachian values different from other people's?

1. Appalachian values (Jones, 1976)

2. Religion

   a. Community seminar: Mountain clergy

   b. Community seminar: Mountain religion, L. Jones

B. What is folk art?

   1. Field trip: Berea College Industries

   2. Field trip: Kentucky Arts and Crafts Fair, May & October

   3. Community seminar: Match industries, Berea

C. Where did folk music come from and why is it important? (Moser, 1975)

   1. Folk dances of the southern mountains (Quint, 1979)

   2. Field trip: Attend Berea Country Dancers performance

   3. Community seminar: local musician, instrument maker (W. May)

   4. Traditional music and instruments (Byard, 1981; Irwin, 1979)

D. Why are mountain people known for tall tales? (Underwood, 1976)

   1. Excerpts from The Jack Tales (Chase, 1943)

   2. Community seminar: "Brother Jack", Appalshop program

   3. Excerpts from Kinfolks (Norman, 1977)

   4. Community seminar: Appalachian books, Judy Martin

   5. Poetry

      a. I Have A Place anthology (Miller, 1981)

      b. "Muse of the Mountains: Appalachian Poetry"(Higgs and Manning)

      c. The Mountains Have Come Closer (Miller, 1980)

E. Why are Appalachian people known for crafts and art?

   1. Folklife project slide shows, Berea College Museum

   2. Excerpts from a Foxfire book (Wigginton)

3. Appal shop films, Berea College (Jones)

4. Field trip: Berea College Appalachian Museum

5. Field trip: William McClure farm (Jones)

VI. Individual Projects: Each student will be involved in one project stemming from an interest in one of the topics studied.

A. Writing notebook: original poetry, short stories about Appalachia

B. Art: pottery, weaving project.

C. Create and perform a drama about Appalachia (for group)

D. Learn and demonstrate several folk dances

E. Collect Indian and pioneer artifacts for display

F. Collect rock samples or mineral samples for display

G. Organize litter clean-up

H. Create a file of newsclippings, articles about Appalachia

I. Do a video tape program on Appalachia for use with younger students

J. Conduct interviews with local resource persons

K. Attend and report on local Appalachian events

VII. Community Work Experience (One will be chosen.)

A. Hindman Field Experience

For one week the students will stay at Hindman Settlement School in Hindman, Kentucky. Under the supervision of their teachers and Hindman Director, Mike Mullins, students will be assigned to work with community members in various agencies, businesses, the media.

Possible work placements are the outreach program at Hindman, the weekly newspaper, citizen action groups, the county library

Students will work in small groups and will work in a different place each day. During this time, students will keep a journal of their activities. They will answer questions about the type of work they are assigned, the adult values they encounter, and the type of conflicts they are confronted with.

B. Berea Field Experience

The general description of this experience is the same as that at Hindman. Possible work placements are HEAD, CAP, the Appalachian Museum, the Berea College Appalachian Center, the CSM bookstore, county schools, Folklife Project, various Appalachian craft shops

VIII. Reflection and Evaluation

A. Discuss the myth/fact questionnaire; what ideas have changed?

B. Student evaluation of each seminar (Appendix E)

C. Student evaluation of community work experience (Appendix F)

D. Community participants evaluation of working with students (Appendix G)

Appendix A

Myth or Fact?

Directions: Mark the following statements myth (M) or fact (F).

_____ 1. The first people to live in Appalachia were the Scotch-Irish.

_____ 2. Appalachia refers to an area of the country where most people live on welfare.

_____ 3. Many Appalachians handle poisonous snakes as part of their religion.

_____ 4. Appalachia fought with the South during the Civil War.

_____ 5. Most Appalachians cannot read or write.

_____ 6. "The Dukes of Hazzard" is filmed in Hazard, Kentucky.

_____ 7. Over 50% of the land in Appalachia is owned by people who don't live there.

_____ 8. The "hot rod" was invented in Appalachia.

_____ 9. No U.S. Presidents have come from Appalachia.

_____10. Most people in Appalachia live in log cabins.

_____11. People in Appalachia prefer moonshine to beer.

_____12. Appalachians did not own slaves.

Appendix B

Fiction Books for Junior High Students on Appalachia

Blackhurst, W. Of Men and A Mighty Mountain. McClain, 1965.

- drama of great lumber operation on Cheat Mountain

Blackhurst, W. Riders of the Flood, Parsons, W. Va: McClain, 1954.

- story of driving logs down the Green Briar River, 1884-1900

Borland, K. Good-By to Stony Crick. McGraw-Hill, 1975.

- Appalachian family adapts to life in Chicago

Burch, R. D.J.'s Worst Enemy. Viking, 1965.

- 12 year old boy on North Georgia farm, early 1900's

Burch, R. Queenie Peavy. Viking, 1966.

- 13 year old girl in depression whose father has been in jail

Burch, R. Skinny. Viking, 1964.

- 12 year old boy tries to avoid the orphanage

Byars, B. Good-By Chicken Little. Harper Row, 1979.

- boy adjusts to father's death in the mines

Byars, B. The Night Swimmer. Delacorte, 1980.

- young girl attempting to raise younger brother; country music theme

Byars, B. The Summer of the Swans. Viking, 1970.

- 14 year old girl tends her retarded brother

Byars, B. Trouble River. Penguin, 1972.

- action-packed story of pioneer days, boy and his grandmother

Cambell, M. Tales from Cloud-Walking Country. Greenwood, 1976.

- tales of Kentucky mountain life

Chaffin, L. John Henry McCoy. MacMillan, 1971.

-young boy is tired of moving between Kentucky mountains and the cities as his father looks for work

Chase, R. Grandfather Tales. 1948.

- classic book of folktales from Appalachia

Chase R. The Jack Tales. Boston: Houghton-Mifflin, 1943.

- collection of folk tales handed down in oral tradition

Cleaver, V. & B. Mimosa Tree., 1970.

-14 year old girl moves to Chicago slums from North Carolina

Cleaver, V. & B. Where the Lilies Bloom. 1969.

- 14 year old girl tries to fulfill her dying father's wish for the family to keep to mountain values

Crook, V. Fair Annie of Old Mule Hollow. McGraw-Hill, 1978.

-strip mining encroaches and family tries to avoid going on relief

Curry, J. The Watchers. 1975.

- 13 year old boy adjusts to living with relative in W. Virginia

Curry, J. The Daybreakers. 1970.

- black and white children growing up in mill town

Forman, J. A Ballad for Hogskin Hill. Farrar, 1979.

- stripmining battle; red-neck sheriff; teenager goes from Detroit to Kentucky hills

Hamilton, V. M.C. Higgins the Great, 1974.

-13 year old black boy's effort to deal with erosion caused by strip mine sliding towards his home

Hammer, E. The Homecoming. Dial, 1962.

-basis for the "Waltons" T.V. series

Hammer, E. Spencer's Mountain. Dial, 1962.

- basis for the "Waltons" T.V. series

Harris, G. Smoke on Old Thunderbird. 1962.

-superstition and mystery

Herring, R. Fire in the Canebrake. Broadman, 1980.

-pioneer family after Daniel Boone blazes the Wilderness Trail; Indian conflict; mountain preacher

Holley, J. Jamie Lemme See, 1975.

- black W. Virginia youth

Johnson, R. Stories of the Old Cherokees: A Collection. Johnson, N.C., 1975.

- volume of sacred stories; monster stories

Lawrence, M. Walk a Rocky Road. Harcourt, Brace and Jovanovich, 1971.

- girl feel trapped by traditions, applies for college scholarship

Lee, M. The People Therein. Houghton-Clarion, 1980.

- two young people from different worlds find love in the mountains

Lee, M. Rock and the Willow. Lothrop, Lee and Shepard, 1963.

-young girl growing up in poor community during Depression

Lenski, L. Blue Ridge Billy. Dell, 1967.

- story of music, art, and culture and young boy with his fiddle

Lorenzo, C. Heart of Snowbird. 1975.

- romance between white mountaineer and Indian

Norman, G. Kinfolks. Frankfort: Gnomon Press, 1977.

- stories of young boy growing up in mountains; humorous

Raymond, C. Jud. Houghton-Mifflin, 1968.

- spoiled city kid and family move to mountains

Rockwood, J. Groundhog's Horse. Harper, Row & World, 1978.

- young Cherokee boy has unusual horse

Rockwood, J. To Spoil the Sun. Row & World, 1976.

- Cherokee people shortly after the first voyage of Columbus; Cherokee girl

Savoldi, G. Tennessee Boy. Westminster, 1972.

- 2,13 year old boys, one black , one white, travel from mountains to Washington D.C.

Steele, W. Magic Amulet. Harcourt, 1979.

- prehistoric family; saber-toothed tiger; mammoth stampede

Steele, W. Man with the Silver Eyes, 1976.

- Quaker teaches an 11 year old Cherokee to overcome hate

Stephens, M. Witch of Cumberlands. Houghton-Mifflin, 1974.

- 49 miners killed in cave-in; mountain mystery

Still, J. Sporty Creek: A Novel About An Appalachian Boyhood. Putnam, 1977.

- young boy and family move to mountains to life off land when work ceases in coal mines during Depression

Still, J. Way Down Yonder on Troublesome Creek: Appalachian Riddles and Rusties. Putnam, 1974.

- riddles, sayings handed down in oral tradition

Stuart, J. Daughter of Legend McGraw, 1965.

- romance of the Melungeons, mysterious group of mountain people

Stuart, J. Jesse Stuart Reader. McGraw Hill, 1963.

- poems, stories, biographical sketches about the hill people of Appalachia

Source: Judy Martin

Appendix C

Nonfiction Books for Junior High Students on Appalachia

Atkinson. L. Mother Jones: The Most Dangerous Woman in America, 1978

- life of the famous union organizer

Beatty, J. & P. Who Comes to King's Mountain?, 1975.

- frontiersmen who won this Revolutionary War battle

Biddle, M. Labor: Contributions of Women. Dillon Press, 1979.

Black, H. Dirt Cheap: The Evolution of Renewable Resource Management. Morrow, 1979

Blackhurst, W. Sawdust in your Eyes. McClain, 1963.

- opening of the Appalachian forests for lumbering

Bleeker, S. The Cherokee: Indian of the Mountains. NY: Morrow, 1952.

Blumenthal, S. & J. Ozer. Coming to America: Immigrants from from the British Isles. NY: Delacourte, 1980.

Brister, B. Shotgunning: The Art and the Science. Winchester, 1977.

Brooks, M. The Appalachians: The Naturalist's America. Boston: Houghton-Mifflin, 1965.

- geography and geology of Appalachia

Buckland, H. Flight to Freedom: The Story of the Underground Railroad, 1958.

Capps, M. J. Yellow Leaf. Concordia, 1974.

- true story of author's greatgrandmother who was abandoned during the Trail of Tears march and raised by a white trapper

Fritz, J. Stonewall, 1979.

- boyhood life of Stonewall Jackson, military hero

Hoffman, E. Fighting Mountaineers: The Struggle for Justice in the Appalachians. Houghton, 1979.

- true stories of Cherokees, coal miners' rebellions, Jehovah's Witness's and flag-saluting, strip mining, women workers vs. Levi factory

Johnson, F. R. Witches and Demons in History and Folklore. Johnson NC: 1969.

Krishef, R. Carter Family: Country Music's First Family, 1978.

Krishef, R. Dolly Parton. 1978.

Krishef, R. Loretta Lynn, 1978.

Latham, J. Anchor's Aweigh: The Story of David Glasgow Farragut. 1968.

Lazarus, L. Country is My Music: Messner, 1980.

- Nashville mystique; profile of performers

Levy, E. & T. Richards. Struggle and Lose, Struggle and Win: The United Mine Workers. Four Winds Press, 1977.

Mooney, J. Myths of the Cherokees, Sacred Formulas of the Cherokees. Nashville, TN: C. Elder, 1972.

Ratner, M. Plenty of Patches: An Introduction to Patchwork, Quilting and Applique. Crowell, 1978.

Roberts, N. Appalachian Ghosts. Doubleday, 1978.

Rourke, C. Davy Crockett. 1955.

Schaeffer, E. Dandelion, Pokeweed and Goosefoot. Addison-Wesley, 1979.

- guide to medicinal plants and plants with everyday uses

Shull, P. Children of Appalachia. Messner, 1969.

- influence of mining, problems of Appalachia and how those problems affect people

Toone, B. Appalachia: The Mountains: The Place and the People. NY: Watts, 1972.

- physical aspects of Appalachia; Hatfield-McCoys; legends

Wigginton, E. ed. Foxfire Book (2, 3, 4, 5, 6) Doubleday, 1972, 1973, 1975, 1977, 1979.

- mountain crafts, arts, hog butchering, log cabin building, faith healing, gun making, bear hunts and much more

Source: Judy Martin

Appendix D

Format for Collecting Oral History

I. Background

A. Name

B. Address

C. Phone

D. Family

E. Place of birth

II. Experiences

A. What was the house like where you grew up?

B. What was the community like where you grew up?

C. Did you have special family celebrations? Can you describe them?

D. Were there special foods that you liked? What?

E. What are some of the games you played as a child?

F. Did your parents have hobbies, crafts? What were they?

G. Do you have hobbies, crafts? What are they?

H. Do you know any stories handed down in your family? Ghost stories? Humorous stories? Tall tales? Would you tell me such a story?

I. What are some of the jokes and riddles told in your family?

K. Do you play a musical instrument? If so, what?

L. Did you dance as a child? What kind of dances?

M. Were there special remedies used in your family? If so, what?

N. Did your family hold special beliefs about good luck, when to plant, the weather?

Source: Blaustein, R. and J. Moser

Appendix E

Student Evaluation of Community Seminar

Name of participant:

Topic:

Date:

1. What is the main point that the participant made?

2. Did you agree with this point? Why or why not?

3. What did you learn that you didn't know before?

4. Did the participant change any of the ideas you have about Appalachia? If so, what?

5. Do you think that this person would be a good person to invite to class again? Why or why not?

Appendix F

Student Evaluation of Community Work Experience

Your name:

Where did you work?

Who did you work with?

Date:

1. Did you enjoy this community work experience? Why or why not?

2. What did you do? Describe.

3. What did you learn?

4. What kinds of problems does this business/agency have to solve? Describe.

5. Did you see any problems solved? Describe how they were solved.

6. Did anything happen or were any decisions made during the day that you disagreed with? What? Why did you disagree?

7. Would you like to do this kind of work as a future job? Why or why not?

Appendix G

Adult Participant Evaluation

Name:

Date:

Seminar Topic: or Work Experience:

Occupation:

1. Describe your seminar/work experience with the students.

2. Did you enjoy working with/talking with junior high students? Why or why not?

3. Did you encounter any problems working with junior high students? Describe. How were these problems handled?

4. Would you like to work with/talk to a junior high student again? Why or why not?

5. Do you think it is important for adults in the community to have more contact with students? Why or why not?

6. Are there other ways adults and students could have more contact? If so, what?

7. Would you recommend this experience to others?

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- map of Appalachian region, free to teachers

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Best, B. Director, Upward Bound, Berea College.

Best, I. Appalachians Speak Up. Berea, Ky., 1972.

Blaustein, R. and J. Moser. Golden Day: Exploring the History and Heritage of Families in Upper E. Tennessee. E. Tn. State U: Johnson City, TN.

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Brooks, M. The Appalachians: The Naturalist's America. Boston: Houghton-Mifflin, 1965.

"Brother Jack". Appalshop. Whitesburg, Ky.

-3 story tellers tell tall tales, perform music, available to schools; live performance

Brosi, G. Manager, Appalachian Book and Record Shop. Council for the Southern Mountains, Berea.

Byard, R. "Traditional Music of Southern Appalachia" Recording. B. S. Johnson, 1981

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